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ABSTRACT

This booklet of individual handouts was prepared to assist Minneapolis mainstream school teachers to work with limited-English-proficient (LEP) students. Topics discussed include current research on how LEP students best learn in mainstream classes, social versus academic English, and adapting instructional procedures for and integrating LEP students into the regular classroom. Classroom management models are presented as well as recommendations for parent/family involvement meetings, especially for students from Cambodia and Laos. Asian cultural values are reviewed, and self-concept builders for the students are suggested, including what a second language learner may bring into the classroom in terms of cultural differences, nonverbal communication; and interpersonal skills. (NAV)

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Introduction

This booklet was prepared by the Minneapolis Public Schools LEP resource staff to help mainstream teachers work with LEP students. It includes the following topics:

1. Current Research On How LEP Students Best Learn In Mainstream Classes
2. Social verses Academic English
3. How Mainstream Teachers Can Adapt Instruction For LEP Students
4. Integrating LEP Students Into Mainstream Instruction
5. Self- Concept Builders For LEP Students
6. Classroom Management Models for Mainstream Teachers
7. What A Second Language Learner Brings To Your Classroom
8. Recommendations For Parent/Family Involvement Meetings
9. Asian Cultural Values

Current Research On How LEP Students Best Learn In Mainstream Classes

1. LEP students learn English and the content subject material of your class by active participation in concrete activities directly related to the content objective.

2. LEP students acquire concepts in English most efficiently when the language with which they interact is comprehensible. This means that oral and written English, if it is the main language of instruction, must be simplified as much as possible, and/or bilingual help should be used when needed.

3. LEP students retain vocabulary and concepts best when they are given varied and extensive opportunities to use those concepts in meaningful situations.

4. An environment that is supportive and stress free is essential if natural language is to occur.

5. Linking prior knowledge to new content increases learning.

Social English verses Academic English (BICS verses CALPS)

Social English is often called 'survival English.' This is the English needed to function at some degree of social comfort in our society. It is also called "basic interpersonal communincative skills" or "BICS."

Academic English, or "CALPS" (cognitive academic learning proficiency skills) is the sophisticated level of reading, writing, speaking, and listening that is needed to function successfully in an American classroom.

BICS are learned fairly easily by most LEP students. Current research states that BICS are often learned within one to three years.

CALPS are much more difficult to learn. Current research states that CALPS take 5-7 years for the brightest students, 7-10 years for average students, and some students may never learn CALPS.

How Mainstream Teachers Can Adapt Instruction For LEP Students

1. Develop both oral and written instructions for the lesson.

2. Develop both oral and written instructions for the assignment.

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3. Put in writing key points, words, phrases, and major details you want the LEP students to remember from the lesson.

4. Try to simplify the language of the lesson, but not the concepts.

5. Use lots of visuals.

6. Modify your expectations of LEP students if the language barrier will not allow them to understand the lesson on the same level as their American peers. Determine what core material is needed to pass the class and teach this core material over and over in a variety of ways.

7 Help LEP students with both the language of the lesson and the content, especially with vocabulary specific to your subject. Remember LEP students are learning double: the content of the lesson and the language of the lesson. Consider assignments in both areas and a grading policy that rewards learning in both areas.

8. Talk slower, not louder. Volume does not increase comprehension, but only frightens LEP students. Speak slowly and clearly, use body language and visuals. If you sense the student is not understanding, seek bilingual help in a cheerful rather than frustrated manner. Bilingual help may be from another student, a bilingual para, or a community volunteer active in your school.

9. Consider using a translator when you are explaining the purpose and basic concepts of the lesson. This may be put on video for future use.

10. Have each student keep their own vocabulary booklet of difficult words encountered in the lessons. Consider writing activities, or assignments related to this list, and count this work toward their grade in the class.

11. Be conscious of your method for asking questions. WH questions require more knowledge and confidence of English than do questions that require a yes/no answer.

12. Be encouraging. Accept any effort to answer questions. Extend, elaborate, and paraphrase rather than correct.

13. Allow time for LEP students to express their thoughts about things that matter to them. This will increase their confidence in English.

14. Create a literate environment in your classroom. Allow LEP students to see and hear lots of language in a variety of ways: stories, rhymes, songs, etc.

INTEGRATING LEP STUDENTS INTO MAINSTREAM INSTRUCTION

by
Shirley Krogmeier
Elem. ESL Resource Teacher
September 27, 1992

An important challenge to mainstream teachers who teach classes with one or more LEP students is how to integrate them into mainstream activities so they learn the same basic concepts that the rest of the class is learning. They are very much like the rest of your students except that they don't know how to communicate in English as well as they do in their first language. They may be able to understand and speak English at a social level but unable to communicate at an academic level. Their life experiences have been many and varied and certainly different from mainstream students.

SUGGESTIONS:

1. GET TO KNOW THE STUDENT

- **Try to say the student's name the way he/she says it.**
- **Learn about the student's first language, ethnic group and countries lived in.**
- **Find out family or home situation and the languages spoken there.**
- **What languages can be used to communicate with parents?**
- **Find out about previous educational experiences and English instruction.**

2. INTEGRATE STUDENTS INTO CLASS ACTIVITIES

The goal is to involve the student in the activity in such a way that he/she learns the same concepts that other students learn. Don't be afraid to challenge LEP students to learn and use higher level thinking skills. It's their English language skills that are different, not their intellectual development.

It is best to have a classroom assistant who speaks the language of the student. Sometimes another student or a community volunteer who knows the student's language can help:

- **Make sure the assistant understands what you are trying to teach.**
- **See that the way the assistant interprets or tutors supports your goals.**
- **Have the assistant teach process as well as information.**
- **Avoid worksheets or games if they do not teach concepts of the activity.**
- **Have the assistant teach key vocabulary.**
- **Make sure the assistant doesn't just give the answers to the student.**
- **Have the assistant emphasize thinking skills.**

If you do not have someone who speaks the language of the student, there are things you can do to help the student participate actively:

- **Have another student pair up with the LEP student** to help him/her understand. You may want to assign different students for different subjects. Provide dictionaries, maps, science and social studies picture books, and other visual materials or concrete objects appropriate for each subject area.

- **Have students sit so they can easily see your face**, close enough so you can unobtrusively check to see if students are doing what they need to do.

- **Use visual materials to support your presentation.** Keep the materials visible and available for examination during the activity. Label objects. Use pictures, line drawings, graphs, hand gestures, role plays and any other techniques to get points across.

- **Paraphrase technical vocabulary. List necessary words with short definitions. Write key concepts on board or overhead. Give assignments in written form. Summarize and review important points frequently.**

- **Use cooperative groups** making sure second language students have a meaningful task to do and do participate in the group activity. Sometimes it may be more appropriate to have students of the same language background work together in their first language.

- **You may need to design assignments or independent activities for LEP students that do not require a lot of reading, but teach the same basic concepts**, e.g. draw or construct something, mime role play or other plays. Challenge students to use their own creativity to communicate to you and to the others in the class what they are learning. Encourage LEP students to draw on experiences from their own backgrounds.

- LEP students may tend to avoid speaking out in front of peers. **Design comprehension checks that are based on behavior rather than on a lot of language.** If you ask LEP students if they understand, many will say, "Yes" even if they don't because saying "No" would imply that the teacher had not taught well and that would be considered an insult. Check comprehension of general concepts and most important facts only.

- **Encourage and expect LEP students to read and write** at least up to their verbal abilities. Use materials and techniques varied in such a way that they fit different levels of English proficiency and different learning styles. Support oral communication with visual aids.

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- **Reinforce desired behaviors**, but not in a way that embarrasses the student such as overt praise, especially false praise. An approving look or a nod are often enough. Be sure that your verbal communication matches your body language. LEP students may be especially adept at reading body language.

- LEP students generally will not ask for help, especially in front of other class members. **You will need to arrange opportunities to speak with LEP students** about their work, any questions or problems they may have about assignments. They will be especially reluctant to discuss personal problems or problems with other members of the class. Be especially observant of interaction between LEP students and non-LEP peers.

3. ENHANCE ENGLISH LANGUAGE ACQUISITION

Listening

- **LEP students need comprehensible input** in order to develop higher listening skills.
- **Check that the LEP student's hearing was checked** after arrival in the U.S.
- **Use normal speed and intonation, but lengthen the normal phrasing pauses a bit.**
- **Enunciate clearly and face toward the students** when you are speaking.
- **Use clear, concise language.** Avoid run-on or excessively complex sentences.
- **Repeat** questions and important statements at least once.
- If you need to rephrase, avoid colloquialisms and slang.
- **Give directions using consistent vocabulary.**
- **Expect LEP students to pay attention** to anyone who is talking to the class. If they don't, **investigate the reasons for the lack of attention** and change the environment when necessary. Have non-LEP speakers face the class and speak up, for example, so that LEP students can see lip movements and body language.

Supplemental Listening Activities

- **Provide listening centers** with tapes of classroom reading, science, social studies texts. Also make tapes available for students to check out and take home.
- **Have other material read onto tape,** especially stories that give **background information** that students are expected to have before they come to your class.
- **Have some taped materials on academic topics** that students can repeat and/or write after they listen, especially **factual information necessary to comprehend** new concepts being taught.

Speaking

- **Arrange some choral reading or choral responding** to allow for anonymous speaking practice.
- **Avoid questions requiring only a yes or no answer.** Students will try to guess what you want by reading your body language.
- **Don't pressure unduly for an answer** on any one question. Instead, tell the student you will get back to him/her later.
- **Ask open-ended questions** that the student can answer from experience or from visual clues.
- **Provide adequate "wait time"** after asking a question.
- **Encourage student participation** in one-on-one or small group situations to develop confidence.
- **Have students work on assignments in small groups.**
- **Review and summarize frequently.**
- **Listen for communication of information.** Don't focus on errors in speech or grammar.
- **Correct speech errors by accepting the information** in the student's response and modeling, in a natural manner, the correct way to say it.

Supplemental Speaking Activities

- **Choral reading** with LEP students reading along with the rest of the class.
- **Oral reading of plays** with LEP students perhaps taking smaller roles.
- **Have class members take turns reading some academic texts out loud.** LEP students may take shorter passages. You may want to assign passages ahead of time so students can prepare.
- **Have LEP students use picture cards** to practice oral language either separately in an LEP group, paired with non-LEP speakers, or in small heterogeneous groups.
- **Have LEP students practice repeating after a tape** either in a listening center or at home. Material practiced should be directly related to what is being done in class.
- **Have students read and retell** paragraphs or short stories or tell stories from picture

Reading

- Materials and techniques consistent with **Whole Language** principles work best with LEP students. **Avoid overemphasis on phonics or linguistics.**
- **Choose materials from literature as well as from academic content areas.**
- **Avoid requiring students to read materials with complicated sentence structures** or selections that are too long.
- **Use materials that have adequate visual clues** to support the meaning of the reading passages.
- **Avoid tracking LEP students** into remedial reading classes.

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- **Make sure student copies are clear and legible,** with no missing words or letters, and with print that is not too small.
- **LEP students may not have had much experience reading cursive handwriting**
- **Print key words grouped by content areas and leave them on display in the room** as long as you are on that topic.
- **Provide taped copies of reading passages** for students to use individually.

Supplemental Reading Activities

- **Assign open-ended questions** that require the use of reference materials, catalogs, picture books, newspapers.
- **Review with the whole class techniques for skimming and scanning.** Frequently review comprehension techniques best suited to the material being used. Provide practice exercises for LEP students to use at home. Make sure they understand what they are doing and why.
- With the whole class **do exercises designed to speed up reading:** flash cards, overhead transparencies or other devices. Provide practice sets for LEP students to use at home.
- **Sentence patterns frequently used in the different content areas** can be written on cards with blank spaces where different nouns, verbs or adjectives can be inserted.
- For homework **have the students read material and circle words** they don't know. After they have finished reading, have them try to guess what the circled words mean. They can check with the teacher or their "buddy" to see if they guessed correctly.

Writing

- **LEP students need to write every day. Have them keep a notebook** and encourage them to copy and take notes any time you do a presentation. This will help them remember and give them something to use for later reference. Have LEP students summarize what they learn from each activity using words, pictures, drawings, charts or graphs.
- **Check with the ESL teacher to see what you can expect the LEP student to be able to do.** If there is no ESL teacher you may need to teach letter formation, both printing and cursive writing. The D'Nealian method is most frequently used for LEP students.
- **Some non European languages do not use capitalization and punctuation. You may need to teach this specifically.**
- **Teach the American way of organizing content.**
- **Do not over correct.** Select a few important areas for comment. Emphasize content over form, somewhat in the style of the dialogue journal.
- When you give written assignments, **be sure to provide models** of what you want the student to do.

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Supplemental Writing Activities

- **Reading or listening and summarizing** meaningful paragraphs can be helpful.
- **Copying paragraphs** can sometimes be helpful if the content is meaningful to the student.
- For practice needed in writing in different tenses, have students rewrite stories in the desired tense.
- **Reading and retelling in writing** can be used to develop writing ability.
- Along with the rest of the class, **LEP students can be expected to recopy corrected assignments occasionally.**

SELF-CONCEPT BUILDERS FOR STUDENTS

DISPLAYS - pictures of the country of student's origin, adult and student art and handicrafts as a learning experience for all students, and a reinforcer for LEP students.

PUBLICATION - of LEP students' (and others) creative work -- literary and art. Short poems can be published side-by-side in English and home language. An integrated approach is best -- a publication mixing work of LEP and English -speaking students. This can range from the simplest classroom dittoed booklet to a more sophisticated schoolwide booklet.

PERFORMING ARTS: Performances involving students can be either special cultural observances (New Year, etc.) or, as soon as feasible, involve LEP students in integrated performances with mainstream students.

AWARD CERTIFICATES: Standard, "official looking" award certificates are now available centrally, and can be personalized to include the school's name; or can be made up in various translations for use with the LEP students from different home languages. Should be used in both "scholastic achievement" form and "citizenship award" form; can also be tailored to subject areas, but this increases the logistical problems of translations when translation is necessary.

HAPPYGRAMS, GLADOGRAMS, HAPPY NOTES: These small printed forms encourage teachers to write a one- or two-line compliment about something specific that a student has done well, because they are so easy to use. Translation should not be difficult, since brevity is encouraged. The concept is that every student does something right, and parents need to receive this kind of communication.

BUDDY SYSTEMS: Buddy systems with LEP students paired with English -speaking students can be reinforcing to both, if it is made clear that both students can learn from each other.

BODY LANGUAGE: Teacher attitude toward the student reflected in a smile or special attention or a nod of approval is mentioned here because it is perhaps the simplest and most often used reinforcer.

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Some Classroom Management Models for Mainstream Teachers

When mainstream teachers have LEP students in their rooms, it often helps to devise a plan to involve the LEP student. Some suggestions to that end follow:

1. One-on-one

   This refers to any person, machine or other instructional level paired with the LEP student: a teacher, volunteer, aide, language master, computer, loop film, programmed text, and so on.

2. Peer Tutor

   This is such an effective technique that it is in its own category. Students working with students seems to be a very effective means of instruction.

3. Learning Centers

   This model has proven to be helpful with LEP students. Language masters, books on tape, worksheets are all useful activities for a learning center.

4. Groups (with preliminary training)

   Groups of students who know how to work together can allow for involvement of LEP students quite effectively.

5. Individual Learning Packets

   Individualized materials written to teach the subject matter or to supplement it can work with LEP students if careful attention is paid to the language used, and explanations, and if there is good use of pictures.

6. Buddy System

   This technique allows for individual work with the assistance of a peer when it is needed

WHAT A SECOND LANGUAGE LEARNER OF ENGLISH BRINGS INTO YOUR KINDERGARTEN CLASSROOM

Learner of English as First Language	Learner of English as Second Language
Language	
5 years of English as L1	5 years of other language as L1 Little or no English or survival English
Very good pronunciation	Maybe poor pronunciation
Very good listening comprehension in English	Maybe poor listening comprehension in English. May not distinguish some common English sounds.
Large passive vocabulary in English	Little or no passive vocabulary in English, especially academic language and concepts
Learning involves participation in school, society and family.	Learning involves participation in school and society. Home language and culture remain largely L1.

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CULTURE

Learner of English as First Language	Learner of English as Second Language
Life experiences and and responsibilities fit into mainstream.	Life experiences are far from that of other students.
Knowledge of common tools is assumed: *coins *scissors *pencils *crayons *knife/fork/spoon.	Knowledge of tools may include items not well known here: chopsticks.
Going to school is an accepted event in life, part of growing up.	May have no knowledge of school or other background information to guide them through the initial days.
The purpose of school is clear to the student.	If parents had schooling, the style was very different from that here.
High value placed on literacy. The role of print is well known. Some may have most pre-literacy skills.	May come from family that is not literate in L1 or L2. May not have books in home.

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RECOMMENDATIONS FOR PARENT/FAMILY
INVOLVEMENT MEETINGS

(To make meetings more accessible and comfortable for
parents who do not speak English)

The main purpose of parent/family/community meetings in relationship to the school must be to meet the needs of the parents as they strengthen their own parenting role: to help parents develop a feeling of ownership, a stake in the school; to promote independence, self-reliance, positive self image; to enhance parenting skills, parental authority; to facilitate family communication, communication between school and home; to assist families with social problems: drugs, gangs, lack of respect, etc.; to acknowledge the importance of the parents' role in the education of their children, as the first teacher, and the need for them to continue their teaching role throughout the school years.

BEFORE MEETINGS

1. **Involve a cultural informant in planning and facilitating the meetings.** You may want to start with separate meetings for non-English-speaking groups. Limit the number of purposes for your meeting and be sure that they are clearly stated, at least to the planning and facilitating committee, e.g. networking, information, support, community building, involvement in activities. **Allow plenty of time for your agenda. Rushing through a long agenda will likely cause discomfort and discourage parents from coming again.** Discuss agenda step-by-step with your cultural informant and get input on possible inappropriate activities or behaviors. Encourage parents to assume the role of cultural informants and help with planning when they feel comfortable doing so.

2. **Set up meetings so that they are accessible to parents.** Consider time, place, transportation, child care, translation, etc.

3. **Any flyer that is sent to parents should be brief and contain only the necessary information.** It should be written in clear English without "educationeze" and translated into the native language of the parents/students. If you color code the translations, use the colors standard in the district: pink, Vietnamese; blue, Lao; canary, Cambodian; green, Spanish; tan, Hmong; cherry, Russian; salmon, Ukrainian. Contact the LEP office for help in finding a qualified translator if there is no one in the building who can translate. **Send flyers about one week before the meeting.**

4. **Telephone call:** Prior to the meeting, have a bilingual paraprofessional call parents to see if they intend to come. Divide the responsibility for this if you can, possibly with parent volunteers. It is best to make the invitation in the name of the principal. refer to the flyer invitation. Possible questions: Are they coming? If yes, how many? Who, by name, so that a name tag can be made. If refreshments are being offered, say so. Do they need child care? How many children and how old? Do they need transportation? If yes, can they come with a friend? If no, take address, send bus or taxi.

DURING MEETINGS

5. **Make parents feel welcome.** Have one or more people welcome them at the door. Welcome signs in different languages should be at about the same level, not above each other or significantly higher or lower.

6. **Keep the meeting informal.** If there are snacks, they should come first. The meeting should begin with a social time. The staff should be there. This is part of community building. Be aware that parents may arrive "Asian" time, that is one half hour after the stated beginning time. Give a choice on drinks. American style perked coffee is not universally popular. Provide hot water and tea bags and juice or soft drinks. Someone from the staff will need to eat first to get parents started.

Be careful not to rush people. A one-hour agenda may last two hours. Be prepared to drop parts of the agenda in order to focus on the most important purpose. Make the meeting fun or and relaxing.

7. **Child care.** For lists of licensed child care workers call Kathy Denman-Wilke of Early Childhood Family Education, 627-2927. In addition, older students who speak the same language may be willing to help for a small stipend. Provide space, games, TV, etc.

8. **Translators have to be available.** No need to ask if one is needed, just provide one. Use the translators that the parents already know if possible. School-based translators are usually paid for two hours at their hourly rate or are given compensatory time. The primary responsibilities of the translator can be to facilitate the activities and/or summarize the content, not to translate everything word-for-word. The summarizing should be done as a matter of course without asking if it is needed. In the long run it may be good to encourage parents to take over this function themselves, but you may find that trained translators are more successful. If you have mixed language groups, you may want to have people with a common language sit together so that translations can be done at the same time rather than one after the other. Pause frequently to allow time for translation. **However, it is considered very impolite to look around immediately for a translator when someone speaks to you with an accent. When parents make the effort to speak English, native English speakers need to make the effort to listen and understand.**

9. **All LEP staff should be there. The principal or her/his representative needs to be there** so that parents will believe that their input is really wanted. Whether or not input continues to be made and how honest it is will be determined by how it is received and whether or not there is follow up. The principal's interest and concern needs to be apparent. Parents will attach as much importance to the proceedings as the school shows it does by having people of "status" involved.

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AFTER MEETINGS

10. **Have parents elect a coordinating committee to help with planning and keep parents involved.** Try to get equal male/female representation. Get a list of names with phone numbers. Have volunteers develop a telephone tree. Be careful not to be too "pushy" about forcing parents to take responsibility. However you do it, have someone on the staff follow up. Sometimes things we take for granted are serious obstacles for people from a different culture. People may volunteer to do something they don't know how to do or are uncomfortable doing just so they won't hurt your feelings. They are not likely to ask for help.

11. **Avoid individual evaluation forms.** At the end of the meeting, have groups of parents evaluate the procedures with a user-friendly form to avoid embarrassing people who don't read or write. Encourage comments in native language or English.

12. **Follow up:** Send summary. Don't over promise. Keep promises. Get input about the next meeting. Keep in touch with parents between meetings about actions taken.

13. **Keep the organization close to the school/community.** The further you get away from a known environment, the more uncomfortable the participants. You may want to have some meetings in the community where the parents live, park buildings, community centers, etc.

Shirley Krogmeier
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10/25/91 P.M.

UNDERSTANDING CULTURAL DIFFERENCES

Affection, Touching and Manners

Anglo American	Southeast Asian
1. Touching someone's head is permitted.	1. Touching the head is forbidden. The head is considered the most sacred part of the body.
2. Kissing in public (between husband and wife, lovers) is usually acceptable.	2. This is done in private quarters. It is shocking to see a man and woman kissing in public
3. A man and woman may hold hands or touch in public.	3. People do not do this in public.
4. Looking straight into someone's eyes shows honesty and frankness.	4. It is disrespectful to look someone straight in the eye when speaking to them, especially with one who is older or superior.
5. Americans prefer saying things directly in most situations.	5. Southeast Asian prefer indirectness.

Comparative Values

6. Nuclear family	6. Extended family
7. Individualistic (I)	7. Familistic (We)
8. Self-indulgence	8. Self-denial
9. Less gender preference	9. Male children - Crucial
10. Small number of children	10. The more children you have the more wealthier you are.

Southeast Asian Values

Harmony

The belief in harmony of Southeast Asian culture is rooted in Confucianism. Maintaining harmony and good relations in the home and with others is very important.

Losing Face

To a Southeast Asian, "losing face" embarrassing oneself or shaming the family is unbearable. The stigma of losing face is frequently used by the family.

Respect for Elders

Elders are highly regarded in Southeast Asian cultures. Elders are not questioned but obeyed and are considered right or appropriate in their judgment and behavior.

Family Loyalty

Primary loyalty is to the family.

Soua K. Yang, LEP Minneapolis Public Schools
9/30/92

Non-verbal Communication of Lao-American Ethnic Group

A form of Lao greeting:

. Pressing both hands together in front of the chest and bowing down slightly. This is called "**Wai**" or "**Nop**"

. Thank you and saying goodbye is also expressed the same way

A form of waving:

. Waving palm downward with a flutter of the fingers is used to call a person

. Waving palm upward is used to call little children, a servant or dog

Eye contact:

. Eye contact indicates disrespect, distrust, or even a challenge

Body contact:

. Patting on one's back, especially the opposite sex and different generation, is considered rude. It is acceptable for a close friend

. Touching one's head is forbidden and disrespectful, because the head is considered the most sacred part of the body

. Physical contact between two persons of the same gender is acceptable, but has **no** sexual connotation.

Facial expression:

. Lao people smile when they agree or disagree. Showing a negative emotion such as anger or disagreeing is **not** acceptable.

Body position:

. Pointing with foot is **not** acceptable

. Sitting with feet up on desk or table is **not** appropriate

. Crossing arms when someone talking to you is a sign of paying attention

. Pointing with lips is acceptable for an informal occasion

. Gestures are used infrequently by Lao people while they are talking.

. Walking closely behind someone is not an appropriate. Permission is needed.

All of the above descriptions are cultural traits of Laotian students and their parents. Teachers will eventually encounter these. Being sensitive to these cultural differences will allow you as a teacher to work more effectively with Lao students and their parents.

Something you need to know about Cambodian people

1. Typical Cambodian greeting: Hands together in front of face (Also Lao and Thai).
2. Handshake not common and never done for women. We need to teach how to give a firm handshake and its importance in this country.
3. Cambodians don't use eye contact and it's considered rude. We need to indicate the importance of this for their use in the macro society.
4. Use of name: Use title (teacher, sister, doctor, aunt, grandma, etc...) , never name unless peer of same name. Don't use last names. If referring to someone not present, one may say Miss Mary but not Miss Smith.
5. Wife doesn't take husband's name in marriage. it will be necessary to record and learn mother's name as well.
6. Patrilineal surnaming often differed in Cambodia, as they were named to remember an ancestor or father's last name was given to son as his first name.
7. All Cambodians show great respect for any elder and have disregard for anyone not doing so, nursing homes, etc...
8. Cambodians usually hide their knowledge: It is culturally appropriate to put down oneself: They are fearful of not doing a good job and the expectation is high.
9. Self-esteem is an unknown quantity in Cambodia. Praise is never given directly, however, a reprimand may be given directly.
10. Cambodians rarely say thank you for any given compliment.
11. Cambodians rarely forgive or forget a wrongdoing outside of the family unit. The silent treatment is a common response.
12. Never touch a Cambodian's head.
13. Cambodian time is culturally acceptable for all social functions (for work or business). It's usually one half to one hour late.
14. Sex education: This is generally not allowed as the parents feel knowledge will lead to

experimentation.

15. Birthdays are generally not celebrated. This has complications for bringing treats, even knowing the correct date or any parent participation. Child may not know date of birth or year but the child will if he/she is a tiger or horse or whichever of the 12 animal symbols.

16. Parents and students (early elementary) may not have knowledge of special American days and efforts to individually contact parents to explain are necessary. Example, coming in a Halloween costume, bringing Valentines to share, etc.

17. Daily dietary habits differ greatly. Discussions on a "good" breakfast often don't take into consideration that the Asian child doesn't have cereal, toast, eggs, waffles, etc., but instead, may have rice soup, noodle soup and minerals and proteins, but too high in animal fat and sodium and low in calcium.

18. Snacks, if given, are usually fruit. In Cambodia, a sweet treat would also be sugar cane.

19. Food often bought daily as it was in Cambodia - some have general distrust of freezers and refrigerators and don't know how to use them correctly.

20. Homes are often overhead by U.S. standards. At home, people are usually barefoot, wear cotton sarong skirts (both men and women). Watch for students winter clothing dress to be sure the student is adequately dressed for this climate.

21. Boys have much greater freedom than girls. Examples:

1. Girls cannot stay overnight except at relatives' homes.
2. Girls aren't supposed to participate in sports.
3. Girls are expected to go home after school and help with food preparation, etc. and not participate after school.
4. Many girls don't go out with each other to movies, games, etc.
5. Girls aren't to show their bodies in swimsuits - shorts are now accepted.

22. Parents cooperation is difficult to achieve. Teachers are definitely considered the authority and parents often don't understand their role and are unwilling to interfere.

23. The family is caught between 2 cultures and if the parent's English is very limited, parents feel lower than the students and don't trust what they say.

24. Parents need teaching too. They need about the parent role in U.S. education.

25. parents consider the school the second parent. Strict, even severe punishment is acceptable. Their saying is "Save the eyes which are the key to the soul and the bones for us" otherwise do as you need to do. Usually they don't wish to be a part of a shared decision about the child, but instead, expect you to tell them what you wish to have dine.

26. Parents will rarely support sports; this is considered a detraction from their education.

27. Many parents have strong beliefs about their ancestors' powers; ghosts, spirits. etc. These have been taught to their children and must be accepted without asking, "Do you really believe that?" Example: Some Cambodians believe that 3 or 5 in the picture will bring death to the one in the middle. Even the most educated may not believe that intellectually, but emotionally, and in the dark of night, they will fearful - even creating the self-fulfilling prophecy.

28. Even though the family has been here for several years, it's important to remember it's the first generation in this country. Assimilation to function in the macro society is necessary, but the retention of their own culture and language is vitally important for their well-being, identity and survival.

29. Most parents expect and welcome homework, but it has to be homework the student can do alone.

30. Parents who are literate in Cambodian should be encouraged to teach their children to read and write, as well as speak, in their native language.

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